

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HAMILTON TOWNSHIP	School: Kuser Elementary School
Chief School Administrator: THOMAS J. FICARRA, D. LITT., (INTERIM SUPERINTENDENT)	Address: 70 Newkirk Ave., Hamilton, NJ 08629
Chief School Administrator's E-mail: TFICARRA@HAMILTON.K12.NJ.US	Grade Levels: PK - 5
Title I Contact: Richard Pepe	Principal: Roberto Kesting
Title I Contact E-mail: rpepe@hamilton.k12.nj.us	Principal's E-mail: rkesting@hamilton.k12.nj.us
Title I Contact Phone Number: (609)631-4100 ext. 3014	Principal's Phone Number: (609) 631-4155

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Principal's Certification

The following certification must be made by the principal of the school. **Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Roberto Kesting

Principal's Name (Print)

(on file)

Principal's Signature

(on file)

Date

Critical Overview Elements

- The School held (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$121,036, which comprised 81.2% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$143,029, which will comprise 44.1% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:
 - Parental/Community Outreach, and Community Building
 - Real Men Read
 - Read Alouds
 - Sight Words
 - Hundreds Chart
 - Fraction Fair
 - Fact Fluency
 - Title Funded Staff

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Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Early Intervention	1, 2, 3	K-2 Comprehensive Tutoring (2 sessions-fall & winter)	K-2 Tutoring Salaries K-2 Tutoring Materials K-2 Tutoring program-Electronic Program w/Licenses (Assessments & Lessons) PD	\$18,000 \$10,000 \$6,000 \$7,500
Title I teachers, Title I Coach	1, 2, 3	Literacy and Math remediation	Title I teacher(s) salaries Title I Coach salary	\$59,607
Parental Involvement, Community Outreach, and Community Building	1, 2, 3	Back to School Night, Fraction Fair, Real Men Read, Evening Literacy, Black History, PARCC, Writing Celebration(s), Latino Literacy, International Day, Wax Museum(s)	Food, Drinks, Refreshments for parents Books for students. (Fiction & Non-Fiction) Supplies for program(s) & Reward Incentives, journals Salaries	\$10,000 \$4,801 \$5,000 \$10,000
	1,2,3	PBIS School-Wide Strategy (Positive Behavior Initiative Strategy)	Motivational materials (certificates, pencils, etc.) for students that show growth in attendance, behavior and demonstrate good character. Reward events and assemblies	\$2,000 \$9,000
Tutoring	1, 2	3-5 Comprehensive Tutoring (2 sessions-fall & winter)	3-5 Tutoring Salaries	\$18,000

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			3-5 Tutoring Materials 3-5 Tutoring program-Electronic Program w/Licenses (Assessments & Lessons)	\$10,000 \$6,000
Professional Development	1,2,3	Book studies- PLC's Next Level Intervention strategies for students who are showing minimal/slow or no growth in Literacy.	Possible Topics for Book Study: Working with ELL students. Engaging Students in Poverty. Working with students with ADHD and Explosive Behaviors. Moving Struggling Readers	\$5,632

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ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. ****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
*Roberto Kesting	Principal	Yes	Yes	Yes	
Barbara J. Panfili	Principal Wilson Elementary	Yes	Yes	Yes	
*Suzanne McManimon	Title I Coach	Yes	Yes	Yes	
*Sandra Herrington	Basic Skills Teacher, I&RS Team, Data Designee	Yes	Yes	Yes	
*Dawn Goeke	Basic Skills Teacher	Yes	Yes	Yes	
*Kyle McCarthy	Basic Skills Teacher	Yes	Yes	Yes	
*Mary DeRose	First Grade	Yes	Yes	Yes	
*Nancy Potash	First Grade	Yes	Yes	Yes	
Marie Varga	Rotarian Mentor	No	Yes	Yes	
Paige Robertson	PTA President (Parent)	No	Yes	Yes	

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Krystal Kanickij	Second Grade	Yes	Yes	Yes	
Bianca Jacques	Third Grade/PTA Recording Secretary	Yes	Yes	Yes	

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Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
	Kuser Elementary School	(see below)	x		x	

STAKEHOLDER ENGAGEMENT MEETINGS- TITLE I ACTION PLAN

<u>DATE</u>	<u>TYPE OF MEETING</u>	<u>DESCRIPTION- HOW IS IT RELEVANT TO ACTION PLAN?</u>
	<u>Stakeholder Committee Meeting(s)</u>	
8-25-14	Stakeholder Committee Meeting(s)	Coaches & Principals of Wilson & Kuser E.S. to develop the School-Wide Action Plan.
8-27-14	Stakeholder Committee Meeting(s)	Teacher Leader (Tracy Wilfing) to discuss the development of the School-Wide Action Plan
9-5-14	School Improvement Panel	Implementation of Common Core Initiative which is central to 14-15 Action Plan.
9-29-14	School Improvement Panel	<ol style="list-style-type: none"> 1. MISSION STATEMENT REVIEW 2. Review Achieve NJ Calendar. 3. BSI/Title I Review 4. MENTOR & BUDDY REVIEW- Who has a mentor? Who has a buddy? Who are our trained mentors?

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		5. Review of School Level PDP. 6. Review of Whole School Title I Application/Action Plans 7. Budget Recommendations
10-27-14	School Improvement Panel	1. Budget Review 2. SGO Discussion 3. Data Meeting Date
2-17-15	School Improvement Panel	1. Professional Development Review/Survey 2. Professional Development Initiatives
3-30-15	School Improvement Panel	1. Discussion of School-wide goals for 15-16 Action Plan.
4-27-15	School Improvement Panel	1. Discussion of School-wide goals for 15-16 Action Plan.
5-28-15	Scheduling Committee	1. Discussion of how Master schedule is impacting instructional time.
	<u>PTA Meetings (on-Line)</u>	
9-9-14		Initiatives/Cool Kats (PBIS)
10-7-14		Safety (Enterovirus D68)/NOT RELEVANT TO ACTION PLAN
11-11-14		Budget Input
1-20-15		Real Men Read (Parental Involvement)/PARCC
2-10-15		PARCC
3-10-15		PARCC
4-10-15		PARCC
4-30-15		Fraction Fair (Parental Involvement)
5-12-15		NJ Priority Schools Initiative
6-9-15		Review of Title I Action Plan Goals 15-16, Evaluation of 14-15 Action Plan
	<u>Faculty Meeting Dates-</u>	

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	<u>(Google Folder)</u>	
9-2-14	Welcome Back Faculty Meeting	Review of new Initiatives from Title I Action Plan
9-23-14		
10-14-14		
11-25-14		
11-16-14		
1-20-15		
2-17-15		
3-24-15		
4-21-15		
5-19-15		
6-9-15		Evaluation of 14-15 Plan Action Plan
	<u>Common Core Faculty Meeting (Action Plan Initiative)- sign in sheets (scanned)</u>	
9-18-14		Overview/Why?/Professionalism/ Kesting Goals/Math Pacing/ PARCC and Common Core/Presentation Tips- Coaches
10-9-14		Coaches Present/Sp. Ed./ESL Show Modifications Model
11-20-14		Coaches Present/Model Set Schedule for which grades will present
12-4-14		Common Core Teacher Presentation

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1-22-15		Common Core Teacher Presentation
2-26-15		Common Core Teacher Presentation
3-24-15		Common Core Teacher Presentation
4-16-15		Common Core Teacher Presentation
4-23-15		Summary Meeting- Evaluation of Common Core PD initiative/exit questions which will help develop SGO's and PDP's for 15-16

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<p>Kuser School is committed to providing a safe learning environment that meets the intellectual, social, physical and emotional needs of all the students. We believe that the staff, students, parents and Kuser community must work together on this commitment.</p> <p>We respect individual differences in our students and believe each can become a successful, productive citizen. We recognize the need to provide an environment which maximizes opportunities for student success.</p> <ul style="list-style-type: none"> ● We recognize the need to focus our efforts on: <ul style="list-style-type: none"> ○ Nurturing a feeling of self-worth and maintaining the dignity of each student. ○ Fostering a love for learning; ○ Using data driven instruction to teach meaningful curriculum. ○ Utilizing technology to maximize learning. <p>Developing life skills through the character traits of Respect, Responsibility, Trustworthiness, Caring, Fairness and Citizenship.</p>
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24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program * (For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

The plan was executed effectively based on a review of the interventions to be implemented from the 14-15 Progress Targets Action Plan. The Principal reviewed teacher SGO's which were targeted to growth in Literacy using DRA as the assessment to obtain the goal. The Common Core Professional Development initiative was evaluated in the last Summary meeting on April 23rd. The goal was to determine the effectiveness of the initiative and have staff explore what they would do next with the information they learned. This was further discussed to begin developing SGO's and PDP's for 2015-16.

2. What were the strengths of the implementation process?

The Pre-K and Transitional First Grade programs were shown to be effective as per Brigance scores. The Reading Informational Text Common Core initiative was well received by staff who were able to articulate across grade levels. Each staff member participated in creating a standards correlation of a Reading Informational Text standard. This was presented in K-5 groups to their peers at a Faculty meeting.

3. What implementation challenges and barriers did the school encounter?

Having a single administrator in a school of approximately 440 students the greatest obstacle was time for academic leadership. Discipline and formal evaluations took the majority of the Principal's time. The district has decided to phase out Transitional First Grade and Developmental Kindergarten after two years even though these programs met with success.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

- **Strengths** included staff buy-in. There was a high percentage of staff members that devoted their own time to work beyond the school day to work towards our Action Plan goal. For example participation in evening family involvement programs was high. The staff also had a high level of buy-in with our Common Core initiative. Every staff member presented a standards correlation with a Reading Informational Text Common Core standard.
- Several teachers participated in Professional Learning Communities (PLC's). The most successful were extended into the summer as well, (Teaching with Poverty in Mind and The Daily 5) Others included Q Tasks- 2nd Edition- How to empower students to ask questions and care

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about the answers.- Carol Koechlin and Sandi Zwaan (2014), Engaging Students with Poverty in Mind- Eric Jensen (2013), 50 Strategies for Teaching English Language Learners- Fourth Edition- Adrienne Herrell and Michael Jordan (2012), The Daily Cafe.

- Another **strength** was multiple data sources to justify our early intervention programs. Our teachers participated in data meetings after each benchmark. Teachers consistently assessed Reading levels with DRA 2. Early Intervention programs, (Pre-School and Transitional 1st Grade), were assessed every 6 weeks using Brigance, Portfolio Assessments and DRA. The Principal's AGO was to increase Reading levels of first grade learners which was measured with DRA scores.
- The **weakness** of the program's implementation was time to meet with all stakeholders together. Our stakeholder team was met with in pieces. The staff, parents, community members were each informed of our Action Plan.
- Another **weakness** of the program is that while our early interventions are making a positive impact on the students we are working with the scope of the programs is not reaching far enough. The majority of our families could benefit from Title I programs and resources. This is one important justification for Whole School Title I.
- The major **weakness** of the program is the district's lack of consistency and commitment our district has made to early interventions at Kuser Elementary. Kuser School has lost two successful early intervention programs (Developmental Kindergarten and Transitional First Grade) after only two years of existence. While the Pre-K program is much needed and successful our transient population requires interventions at multiple entry points/grade levels. We also need a comprehensive tutoring program.
- There has been a significant amount of turnover with our Supervisors (Science, Math, Music, ELA) and our Superintendent left in the middle of the school year. Our Assistant Superintendent admirably did his best to maintain a sense of direction. What the district needs first and foremost is stability and a permanency in our Central Office.
- Reading Recovery was not assigned to Kuser Elementary School. This early intervention initiative was selected for two other schools.
- The 90 hours which we are given is not nearly enough to meet the needs of our learners. Our 2015-16 School-Wide Action plan will have an intervention of a comprehensive tutoring plan which will require 360 hours at a cost of \$12,000. This investment would allow us to have two sessions Fall and Winter of tutoring which could potentially reach 25% of our student population.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The teaching staff understood that Literacy was a weakness throughout the school. The staff see it in the students writing and see how reading below grade level impacts all subject areas. It also does not reflect the skills the students have. They often test lower than their ability due to issues with Reading fluency or Comprehension. The staff agreed that Reading Informational Text Common Core standards were the ones they felt the least comfortable with. Staff members bought-in when the presentation requirements were modeled for them and they were given time to articulate and prepare presentations.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The staff was concerned at first. This was measured through articulation from our School Improvement Panel. The concern was openly discussed and alleviated through modeling what was expected by the coaches and a commitment of time to prepare from the Principal.

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7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Title I programs held parent nights which started with a Back to School Night to inform the community about the program. Many Title I family events were presentational in nature but gave an open forum opportunity for any questions. Programs, (for example Real Men Read), had a component for the children while district personnel met with parents. Individual programs, (for example Latino Family Literacy), met directly with parents and gathered input on their needs each time they met.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The Common Core Reading Informational Text initiative was group based across the grade levels. This provided vertical articulation for the staff members. The family involvement programs were typically a group session when parents were met with. The children received small group attention such as Real Men Read where 3-5 students met with one guest reader. Tutoring was done in small groups with a goal of no more than an 8 to 1 ratio. Here the scope of the program did not meet the need and having larger groups defeats the purpose of a targeted small group intervention.

9. How did the school structure the interventions?

Tutoring was done after school. The Common Core Initiative was done after school. The parental involvement programs were done typically in the evening.

10. How frequently did students receive instructional interventions?

Pre-School and Transitional First Grade met daily, students who received tutoring did so for approximately 10-12 weeks, twice a week. Special needs students also received tutoring in a separate program which targeted 4th and 5th grade learners. ELL learners met twice a week.

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11. What technologies did the school use to support the program?

Smart Boards, Laptops, Chrome Books, online programs and academic software programs.

12. Did the technology contribute to the success of the program and, if so, how?

The students responded positively to all of the technology used. The students loved to be able to interact with the Smart Boards and SMART tables. It was also a positive for the teachers to pull up and show the students real examples to connect with what they were currently learning. Using the computers and the Internet showed the students a bigger world. The technology definitely increased student engagement and interest and allowed students the opportunities to practice skills, gain background knowledge and practice assessment taking skills.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	45	NA	Title I Teachers for K-5, Title I Math and Literacy Coaches, Special Needs students were offered 11 hours of tutoring, ELL learners received tutoring, PARCC tutoring for regular education students who were selected was given.	<p>*The majority of the students coming into grades 3-5 are reading below grade level due to a lack of early interventions.</p> <p>* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.</p> <p>*Class size continues to be an issue. Our whole school population increased significantly last year.</p>

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				*Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.
Grade 5	61	NA	Title I Teachers for K-5, Title I Math and Literacy Coaches, Special Needs students were offered 11 hours of tutoring	<p>*The majority of the students coming into grades 3-5 are reading below grade level due to a lack of early interventions.</p> <p>* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.</p> <p>*Class size continues to be an issue. Our whole school population increased significantly last year.</p> <p>*Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.</p>
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	44		Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, after school tutoring, Parent and student educational events and programs, Guided Math, Math Fact Bowl.	<p>* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.</p> <p>*Class size continues to be an issue. Our whole school population increased significantly last year.</p> <p>*Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.</p>
Grade 5	46		Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, after school tutoring, Parent and student educational events and programs, Guided Math, Math Fact Bowl.	<p>* Student mobility is a huge issue. A large percentage of students enter grades 3-5 after attending other district and non-district schools without the benefit of our interventions.</p>

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				*Class size continues to be an issue. Our whole school population increased significantly last year. *Follow up articulation time is minimal for regular classroom teachers with the Basic Skills and Title I teachers.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Implementation of the Creative Curriculum, Early Skills Preschool Assessment	Data was analyzed (Brigance II, Early Preschool Assessment) to identify targeted students for Literacy services. Students demonstrated proficiency and growth in Literacy skills.
Kindergarten			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, Parent and student educational events and programs.	*Regular Kindergarten showed progress. Classroom size was 25 students with one teacher for each class and one assistant shared by the 3 classes. *Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills. * A primary tutoring program is needed for K-2.

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Grade 1			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, Parent and student educational events and programs.	<p>*Transitional First Grade made much growth in the area of reading. Class size was low (12 students) and had one teacher and a full time assistant.</p> <p>*Regular First Grade made their SGO's for increasing student Literacy level. Principal's AGO was also met which was aligned to first grade Reading levels.</p> <p>*Many students do not qualify for ELL services, but struggle with reading and writing and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p> <p>* A primary tutoring program is needed for K-2.</p> <p>* There were significant behavioral issues in first grade which at times affected time on task.</p>
Grade 2			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching in the classroom, Title I Math and Literacy Coaches, Parent and student educational events and programs.	<p>*Many students do not qualify for ELL services, but struggle with reading and writing and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p> <p>* A primary tutoring program is needed for K-2.</p> <p>* There were significant behavioral issues in second grade which at times affected time on task.</p>

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u><i>did or did not</i></u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Implementation of the Creative Curriculum, Early Skills Preschool Assessment	Data was analyzed (Brigance II, Early Preschool Assessment) to identify targeted students for Math services. Students demonstrated proficiency and growth with Math skills.
Kindergarten			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, Parent and student educational events and programs	<p>*Regular Kindergarten showed progress. Classroom size was 25 with one teacher for each class and one assistant shared by the 3 classes.</p> <p>*Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills.</p>

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				<p>*Many students do not qualify for ELL services, but struggle with math and reading and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p> <p>* A primary tutoring program is needed for K-2.</p>
Grade 1			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, Parent and student educational events and programs, Math Bowl	<p>*Transitional First Grade made much growth in the area of reading. Class size was low (12 students) and had one teacher and a full time assistant.</p> <p>*Regular First Grade showed progress. Classroom size was 25 students with one teacher for each class and one assistants shared by the 3 classes.</p> <p>*Many students do not qualify for ELL services, but struggle with math and reading and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p> <p>* A primary tutoring program is needed for K-2.</p> <p>* There were significant behavioral issues in first grade which at times affected time on task.</p>
Grade 2			Title I Teachers for K-5, Title I Kindergarten teachers, PD and coaching, Title I Math and Literacy Coaches, Parent and student educational events and programs, Math Bowl	<p>*Many students do not qualify for ELL services, but struggle with math and reading and have no outside of school supports.</p> <p>*Student mobility is a huge issue.</p> <p>* A primary tutoring program is needed for K-2.</p> <p>* There were significant behavioral issues in second grade which at times affected time on task.</p>

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Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Homeless	Tutoring, Coaching, Guided Reading, Early Interventions, IEP driven lessons and activities	Yes	Electronic Portfolio (benchmarks, report cards scores, fact fluency, etc.)	Most students showed growth but are performing below grade level.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	ELLs	Tutoring, Coaching, Guided Reading, Early Interventions, IEP driven lessons and activities	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.

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ELA	Economically Disadvantaged	Tutoring, Coaching, Guided Reading, PD, Early Interventions, IEP driven lessons and activities	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Economically Disadvantaged	Tutoring, Coaching, Guided Reading, Early Interventions, IEP driven lessons and activities	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Total Population	Transitional First Grade	Y	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	All students are on or above grade level
Math	Total Population	Transitional First Grade	Y	District Math Assessment	All students showed growth between assessments

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Students with Disabilities	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.

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ELA	Homeless	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Homeless	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	ELLs	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Economically Disadvantaged	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Economically Disadvantaged	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
ELA	Total Population	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.
Math	Total Population	Tutoring	Yes	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Most students showed growth but are performing below grade level.

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Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Common Core School-Wide Initiative Articulation/Presentations	Yes	Sign in sheets for participation.	Presentations and artifacts completed.
Math	Students with Disabilities				
ELA	Homeless	Common Core School-Wide Initiative Articulation/Presentations	Yes	Sign in sheets for participation.	Presentations and artifacts completed.
Math	Homeless				
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Common Core School-Wide Initiative Articulation/Presentations	Yes	Sign in sheets for participation.	Presentations and artifacts completed.
Math	ELLs				
ELA	Economically Disadvantaged	Common Core School-Wide Initiative Articulation/Presentations	Yes	Sign in sheets for participation.	Presentations and artifacts completed.
Math	Economically Disadvantaged				

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ELA	Total Population	Common Core School-Wide Initiative Articulation/Presentations	Yes	Sign in sheets for participation.	Presentations and artifacts completed.
Math	Total Population				

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Real Men Read	Y	Sign In Sheets	Number of Families attending increased by more than 100%
Math	Students with Disabilities	Fraction Fair	Y	Sign In sheets	45% of the students and families attended
ELA	Homeless	Real Men Read	Y	Sign In Sheets	Number of Families attending increased by more than 100%
Math	Homeless	Fraction Fair	Y	Sign In sheets	45% of the students and families attended
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Real Men Read	Y	Sign In Sheets	Number of Families attending increased by more than 100%
Math	ELLs	Fraction Fair	Y	Sign In sheets	45% of the students and families attended
ELA	Economically Disadvantaged	Real Men Read	Y	Sign In Sheets	Number of Families attending increased by more than 100%

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Math	Economically Disadvantaged	Fraction Fair	Y	Sign In sheets	45% of the students and families attended
ELA	Total Population	Real Men Read	Y	Sign In Sheets	Number of Families attending increased by more than 100%
Math	Total Population	Fraction Fair	Y	Sign In sheets	45% of the students and families attended

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Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Roberto Kesting
Principal's Name (Print)

(on file)
Principal's Signature

(on file)
Date

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ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1).”

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA, Benchmarks, Standards Based Report Cards Electronic Portfolio, Brigance	Students continue to read below grade level. Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills. The gap widens as students progress through the grades.
Academic Achievement - Writing	DRA, Benchmarks, Standards Based Report Cards, Electronic Portfolio	Teachers have expressed concerns about the current writing program with Literacy by Design. Teachers have been encouraged to “teach to the standards” and to bring in supplemental materials. Teachers have specifically shared that a lack of “anchor texts” is a problem. This will be explored by the Principal. Lack of an ELA Supervisor is an issue.
Academic Achievement - Mathematics	DRA, Benchmarks, Standards Based Report Cards, Electronic Portfolio	Students Basic Facts skills is improving due to Math Bowl and emphasis on Basic Facts. (Evidence: Teacher SGO's, electronic portfolio)
Family and Community Engagement	Attendance at Programs Parent Survey Results	Parent Conference report show all parents were communicated with (100%). This could be either a live or phone conference. Parents struggle with understanding new educate trends such as the common core and standards based report cards.
Professional Development	Common Core School-Wide Initiative Articulation/Presentations, Summary Activities/Questions	Summary activities were used to guide grade level meetings and develop goals for the upcoming school year, possibly as SGOs and PDPs.
Leadership	Principals meetings, Data Team Meetings, Intervention and Referral Services Meetings, Child Study	Additional support for Elementary Title I Principals with larger populations is needed to support true academic leadership. A Dean of Discipline or Vice Principal position has been requested. Observations and Discipline take the

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	Team Meeting, School Level Improvement Panel Meetings	majority of the Principals time. It is extremely challenging to meet the needs of a building with significant needs and be an academic leader as a single administrator.
School Climate and Culture	HIB Investigations, Suspension Percentages, Attendance, Percentage of students who earned reward activities with the Kuser Cool Kat program. The program was created to reward students who meet attendance, behavior and academic criteria.	<p>Principal cognizant of the number Out-of School suspensions. Next year's goal will focus on black males who are suspended at a significantly higher rate than other subgroups. As a school we need to explore why that is happening and discover the root causes. We can look at programs we can provide or recommend to support families. We will also explore our practices with these learners.</p> <p>HIB investigations were completed within the time frame. This helped to create a safe environment. Parents still do not understand what is and is not bullying. Need more Parent PD in this area.</p> <p>Cool Kats program was successful in rewarding students. The issue was the same students were sitting out each time. This was mostly due to not having completed homework. Our philosophy of homework will also be examined next year. Next year we will look to implement a Positive Behavior System school-wide with more frequent recognition of student achievement and positive character.</p>
School-Based Youth Services	N/A	N/A
Students with Disabilities	DRA, Benchmarks, Electronic Portfolio, Brigance	Our special education population takes standardized tests and benchmarks. Performance is consistent with school wide indicators, as math stronger than LAL. Continual instruction, based on the needs of the students, is a standard and IEP meetings are held to modify plans. Special Education Tutoring was offered, (22 hours).
Homeless Students	DRA, Benchmarks, Electronic Portfolio, Brigance	N/A
Migrant Students	N/A	N/A
English Language Learners	DRA, Benchmarks, Electronic Portfolio, Brigance	ESL instruction as well as other services for children and families is provided. After school tutoring as well as parent nights assist in this area. Latino Family Literacy was held in the fall and winter at Kuser School.
Economically Disadvantaged	DRA, Benchmarks, Electronic Portfolio, Brigance	Our economically disadvantaged population struggles with standardized tests and district benchmarks. Performance is consistent with school wide indicators,

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		as math is stronger than LAL. There is focused based instruction in math and language arts for students who are falling slightly behind grade-level and indicated through informal/formal observations, standardized tests.
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2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

An electronic needs assessment/portfolio is created at the district level and is distributed to the staff at each Elementary School. The classroom teacher input scores into the required eligibility categories based on a timeline decided by the district. Once this is complete, the Data Designee, along with the Title 1 and Basic Skills interventionists compare the scores to the eligibility requirements. Students are then assigned to a Basic Skills or Title 1 program based on the eligibility requirements

The following are elements of the Needs Assessment/Electronic Portfolio:

- Performance on District ELA Benchmark Assessments, Current DRA levels
- ELA Report Card Scores
- Writing Portfolio score
- Brigance
- Letter Recognition
- Sound Symbol Recognition
- Sight Words
- Phonemic Awareness
- Word Analysis
- LBD Mid Year and End of year Assessments
- Performance on District Math Benchmark Assessments
- Getting Ready for PARCC
- Trimester Timed Math Fluency Assessments
- Math Report Card Scores

PLC's are made up of each grade level. Data meetings were held after each benchmark. This was facilitated by our Title I Coach and District data coach. Faculty meeting are held and address current school and district initiatives and student achievement.

2. What process did the school use to collect and compile data for student subgroups?

- A comprehensive needs assessment is completed several times thought-out the year to show progress.
- ELA and Math benchmarks are administered and data is complied and shared with all staff. This is analyzed in the data team meetings.

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- Link It data is utilized and shared at data team meetings.
 - DRA assessments are done three times per year.
 - Portfolio data is collected at periodic intervals for students in non-tested grades. This is analyzed in the data team meetings.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
- A comprehensive needs assessment that uses multiple forms of data is completed several times throughout the year to monitor progress. Basic Skills and Title I teachers work collaboratively together to address this data. The data is monitored for patterns and discrepancies.
 - ELA and Math benchmarks are administered, and the data is compiled and shared with all staff. The data is analyzed in data team meetings. It is monitored for patterns and discrepancies.
 - Link It data is utilized and shared at data team meetings. The data is analyzed and is monitored for patterns and discrepancies.
 - NJASK data is shared and analyzed at data team meetings. It is monitored for patterns and discrepancies.
 - Standardized test assessments are used.
 - Benchmarks are being modified to reflect the new PARCC assessment
4. What did the data analysis reveal regarding classroom instruction?
- The data justifies the need for Early Intervention programs. There was a significant percentage of students reading below grade level by grade 3. Students do poorly on standardized test in part because they do not read to grade level.
 - The need for increased use of small group instruction. The data speaks to the need for this method of instruction to be consistently utilized.
 - Increased early intervention to develop foundational Literacy skills especially in reading at the early primary level.
 - Increased reflection and exploration of Common Core standards is needed to ensure educators truly understand the content they are teaching.
 - Teachers need additional support and training in utilizing Common Core standards above and below grade level. This is the first step in differentiating instruction.
 - Teachers need additional support and training on the report card indicators. Teachers need to master standards and how they are assessing students.
 - Teachers need additional support, training and materials to address multiple levels of students. Teachers need additional strategies when a student is not showing growth.
 - Data indicates that Basic Skills and Title I services need to be consistently met. These teachers are being pulled too often from their responsibilities. We are exploring our Master Schedule to assign these instructors to an individual grade in ELA. This would allow them to be part of a grade level team.
 - The lack of substitute availability has eroded the Basic Skills and Title I services as they have been called on to substitute on multiple occasions. Our Educational Assistants have also been called upon to substitute minimizing their classroom effectiveness.

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5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

- District PD has been extremely limited due to significant turnover of supervisors. The district has been without an ELA Supervisor since January which is unacceptable.
- The data justifies the need for Early Intervention programs. There was a significant percentage of students reading below grade level. Students do poorly on standardized test in part because they do not read to grade level.
- The need for increased use of small group instruction. The data speaks to the need for this method of instruction to be consistently utilized.
- Increased early intervention to develop foundational Literacy skills especially in reading at the early primary level.
- Increased reflection and exploration of Common Core standards is needed to ensure educators truly understand the content they are teaching.
- Teachers need additional support and training in utilizing Common Core standards above and below grade level. This is the first step in differentiating instruction.
- Teachers need additional support and training on the report card indicators. Teachers need to master standards and how they are assessing students.
- Teachers need additional support, training and materials to address multiple levels of students. Teachers need additional strategies when a student is not showing growth.

6. How does the school identify educationally at-risk students in a timely manner?

- Struggling students are identified by classroom teachers and referred to the I & RS team. From there, data is collected, an action plan is formed and implemented. Follow up meetings are held to evaluate the effectiveness of suggested interventions.
- BSI and Title I teacher work collaboratively together to address this data. A comprehensive needs assessment/electronic portfolio is completed several times throughout the year to show progress.
- The data collected on the electronic portfolio is analyzed in the data team meetings.
- ELA and Math benchmarks are administered and data is compiled and shared with all staff. This is analyzed in the data team meetings.
- Link It data is utilized and shared at data team meetings.

7. How does the school provide effective interventions to educationally at-risk students?

- Through the use of small group instruction (Guided Reading and Guided Math).
- Title I and Basic Skills instruction is available K-5.
- Special Education services are available PK-5.
- Pre-K is available for 4 year olds and Special Needs 3 and 4 year olds.
- ELL services are available K-5.
- Tutoring services are available after school. This is dependent upon funding.

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8. How does the school address the needs of migrant students?

N/A- none identified

9. How does the school address the needs of homeless students?

The districts liaison for homeless students notifies the Principal of students who are homeless or displaced. These students are provided access to all services including free breakfast and lunch, intervention services. The school counselor is involved as well as the school nurse.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

- Teachers are involved in writing curriculum documents which include assessments.
- Teacher provide ongoing feedback through school based PLC's and during post conferences and ongoing communication with administration
- Teachers provide feedback at data meetings and grade level meetings.
- School Improvement Panel meets to discuss academic performance.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

- Transition meetings with parents, community members and other school stakeholders.
- Kindergarten Orientation and Kindergarten Scavenger hunt are held in May and September.
- Middle School administration and student representative visit to present information on middle school. Parent night for middle school students at their assigned middle school. Fifth graders visit their assigned middle school in June for an orientation.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

- Data Analysis of electronic student portfolios (which is comprised of multiple data measures) to determine root causes
- Staff provided input on the school wide plan
- School Improvement Panel members were utilized to develop the plan. (Teachers, Coaches, Teacher Leader, Data Designee, Principal)

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**Provide a separate response for each question.*

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2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the achievement gap. (ELA)	Working with parents
Describe the priority problem using at least two data sources	As per DRA scores 56% of 1-5 students are reading below grade level expectations.	<ul style="list-style-type: none"> • Sign In sheets • Percentage of face to face conferences • Forms returned with signatures • Daily signing of agendas • PTA membership
Describe the root causes of the problem	<ol style="list-style-type: none"> 1. Class Size. Many sections at Kuser (including Kindergarten) were at the maximum 25 students. This does not promote best practices of differentiated and small group instruction. 2. Lack of (early) interventions available. Two successful Early Intervention programs (Developmental Kindergarten and Transitional First Grade) were not continued by the district. They were replaced with one Pre-Kindergarten class (AM & PM). 3. Inequity of technology. The percentage of classrooms with Smartboards as well as the number of laptop computers is less than in district non-Title I schools. Only 50% of classrooms have Smartboards and currently only 90 laptops are available for approximately 440 students. 	<ol style="list-style-type: none"> 1. Many of the parents of our Economically Disadvantaged and Hispanic students are not as involved in supporting their children's education as we need them to be in terms of helping with homework, studying, and making school a priority. 2. Many of the parents of our Economically Disadvantaged students and Hispanic parents lack the education to assist their children with homework and studying. 3. Transient population moves in and out at a high rate.

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	<ol style="list-style-type: none"> 4. Tutoring hours available do not meet the need for students that are achieving below grade level in ELA and Math. 5. Increase in non English speaking population. Kuser has the highest ELL population among the 17 district elementary schools. 6. Many of our non English speaking students are ELL's, so they have a natural delay in mastery of English language and writing skills. In addition, there is a gap in background knowledge and life experience which research indicates results in a gap in all ELA skills. 7. Economically disadvantaged students often have a gap in background knowledge and life experiences which research indicates results in a gap all ELA skills. 8. Many of the parents of our Economically Disadvantaged and non English students are not as involved in supporting their children's education as we need them to be in terms' of helping them with homework, studying, and making school a priority. 9. Many of the parents of our Economically Disadvantaged students and non English parents lack the education to assist their children with homework and studying. 10. Transient population moves in and out at a high rate. 11. Because of the transience, students who may need interventions may not be identified quickly. 	
Subgroups or populations addressed	Total population, Special Needs, ELL, Economically Disadvantaged	Total population, Special Needs, ELL, Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA and Math

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Name of scientifically research based intervention to address priority problems	<ol style="list-style-type: none"> 1. Q Tasks- 2nd Edition- How to empower students to ask questions and care about the answers.- Carol Koechlin and Sandi Zwaan (2014) 2. Engaging Students with Poverty in Mind- Eric Jensen (2013) <p>50 Strategies for Teaching English Language Learners- Fourth Edition- Adrienne Herrell and Michael Jordan (2012)</p>	<ol style="list-style-type: none"> 1. Teaching Students with Poverty in Mind- Eric Jensen (2009) 2. NJEA/FAST
How does the intervention align with the Common Core State Standards?	By closing the gap, more students will be on or closer to grade level and therefore meeting the CCSS	Parent programs will be created to address specific grade level standards

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2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Serious or persistent discipline problem.	
Describe the priority problem using at least two data sources	<ol style="list-style-type: none"> 1. Suspension data shows a significantly larger percentage of black males being suspended. 2. Discipline data shows patterns of aggressive behavior and defiance with frequently disciplined black males. 	
Describe the root causes of the problem	<ol style="list-style-type: none"> 1. Lack of overall parental involvement. 2. Lack of male role model(s). 3. Frustration in class due to below grade level skills. 4. Parent resistance to allow for early interventions such as retention, medication or classification. 5. Lack of supervision at home. Students staying up late, playing violent video games, seeing inappropriate television/movies/Internet access. 6. Parental philosophies regarding students "hitting back". Parents not promoting peaceful conflict resolution. 7. Lack of parent accountability for their child's behavior. 8. Distrust or disrespect with school staff. At times parents can be inappropriate in their actions, especially how they speak to staff and conduct themselves. 	
Subgroups or populations addressed	<ol style="list-style-type: none"> 1. Racial/Ethnic (Black Male) 2. Economically Disadvantaged 	

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Related content area missed (i.e., ELA, Mathematics)	ELA, Math and STEM	
Name of scientifically research based intervention to address priority problems	1. Teaching Students with Poverty in Mind- Eric Jensen (2009) 2. Engaging Students with Poverty in Mind- Eric Jensen (2013)	
How does the intervention align with the Common Core State Standards?	More time spent in class	

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ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			
ELA	Homeless	Standards based, grade level parental programs Community building events Tutoring Guided Reading Computer based programs	Richard Pepe Roberto Kesting ELA Supervisor Michele Hartpence Suzanne McManimon Teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today Teaching With Poverty in Mind (Jensen) Engaging Students With Poverty in Mind (Jensen) What Works Clearinghouse
Math	Homeless	Standards based, grade level parental programs Community building events Tutoring, Guided Math Computer based programs	Richard Pepe Roberto Kesting Math Supervisor Michele Hartpence Suzanne McManimon Teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today Teaching With Poverty in Mind (Jensen) Engaging Students With Poverty in Mind (Jensen) What Works Clearinghouse
ELA		N/A			
Math	Migrant	N/A			

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ELA	ELLs	Standards based, grade level parental programs Community building events Tutoring Guided Reading Computer based programs	Richard Pepe Roberto Kesting ELA Supervisor Michele Hartpence Suzanne McManimon Teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today Teaching With Poverty in Mind (Jensen) Engaging Students With Poverty in Mind (Jensen) What Works Clearinghouse
		Latino Family Literacy	Pepe	Number of families attending	
Math	ELLs	Standards based, grade level parental programs Community building events Tutoring, Guided Math Computer based programs	Richard Pepe Roberto Kesting Math Supervisor Michele Hartpence Suzanne McManimon Teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today Teaching With Poverty in Mind (Jensen) Engaging Students With Poverty in Mind (Jensen) What Works Clearinghouse
ELA	Economically Disadvantaged	Standards based, grade level parental programs Community building events Tutoring Guided Reading Computer based programs	Richard Pepe Roberto Kesting ELA Supervisor Suzanne McManimon Teachers	70% of the population will increase benchmarks scores by 25% from Benchmark A to Benchmark C	NJEA/FAST PTO Today Teaching With Poverty in Mind (Jensen) Engaging Students With Poverty in Mind (Jensen) What Works Clearinghouse
Math	Economically Disadvantaged	Standards based, grade level parental programs, community building events, Tutoring, Guided Math, Computer based programs	Richard Pepe Roberto Kesting Math Supervisor Michele Hartpence	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	NJEA/FAST PTO Today Teaching With Poverty in Mind (Jensen)

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			Suzanne McManimon Teachers		Engaging Students With Poverty in Mind (Jensen) What Works Clearinghouse
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
Math	Students with Disabilities	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
ELA	Homeless	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 25% from Benchmark A to Benchmark C	What Works Clearinghouse
Math	Homeless	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
ELA	Migrant	N/A			
Math	Migrant	N/A			

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ELA	ELLs	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
Math	ELLs	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
ELA	Economically Disadvantaged	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
Math	Economically Disadvantaged	Tutoring	Richard Pepe Roberto Kesting	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A			
Math	Students with Disabilities	N/A			

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ELA	Homeless	Differentiated Instruction Best Practices LinkIt Elective After School Courses offered through Hamilton U	Richard Pepe ELA Supervisor Roberto Kesting Michele Hartpence Suzanne McManimon Teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Homeless	Differentiated Instruction Best Practices Guided Math LinkIt Hamilton U	Richard Pepe Math Supervisor Roberto Kesting Michele Hartpence Suzanne McManimon teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearing house ASCD Educational Leadership
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLS	Differentiated Instruction Best Practices LinkIt Elective After School Courses offered through Hamilton U	Richard Pepe ELA Supervisor Roberto Kesting Michele Hartpence Suzanne McManimon	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership

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			Teachers		
Math	ELLs	Differentiated Instruction Best Practices Guided MathLinkIt Hamilton U	Richard Pepe Math Supervisor Roberto Kesting Michele Hartpence Suzanne McManimon teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	WHat Works Clearing house ASCD Educational Leadership
ELA	Economically Disadvantaged	Differentiated Instruction Best Practices LinkIt Elective After School Courses offered through Hamilton U	Richard Pepe ELA Supervisor Roberto Kesting Data Coach Title Coach Teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	What Works Clearinghouse ASCD Educational Leadership
Math	Economically Disadvantaged	Differentiated Instruction Best Practices Guided Math LinkIt Hamilton U	Richard Pepe Math Supervisor Roberto Kesting Michele Hartpence Suzanne McManimon teachers	70% of the population will increase benchmarks scores by 20% from Benchmark A to Benchmark C	WHat Works Clearing house ASCD Educational Leadership
ELA					
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The NJ Priority Schools Initiative Implementation Team will meet to evaluate progress of the Schoolwide Plan and Interventions. This team will encompass our School Improvement Panel and School Climate Team. Principal and District Supervisors will evaluate classroom instruction. Our coaches will collect data on our parental involvement activities. The review of the plan will happen at minimum on a trimester basis with a new needs assessment completed prior to June when the 16-17 plan will be due.

2. What barriers or challenges does the school anticipate during the implementation process?

Time for Principals to conduct academic leadership responsibilities is a concern in a single administrator structure. Time for the Implementation Team to meet is a barrier as there is no release time available for the entire team. . Funding for additional early intervention programs is an issue. The major funding need is for the comprehensive tutoring program and the materials it will need including technology and licenses for on-line academic programs.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Implementation team meetings will be scheduled throughout the year. The minutes of these meetings will be communicated to all stakeholders including parents. Google documents will be used to allow for input from stakeholders who can't be physically present. Reflection questions will be posted and stakeholders will be able to share their opinions and ideas.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Google survey

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5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Google survey, PTA Meetings will share the progress of the plan and the interventions taking place

6. How will the school structure interventions?

The tutoring program will be held afterschool, (2x/wk. for K-2, and 2x/wk for 3-5). Academic interventions will be push-in, (Basic Skills and Title I), ELL and Special Needs services will be a combination of push-in and pull-out. Family involvement activities are typically scheduled for the evening.

7. How frequently will students receive instructional interventions?

Title I Interventions are 4-5 days a week for 30 mins, Basic Skills interventions are 2-3 days/wk for 30 minutes, Special Education services are five times a week, Tutoring will be 2x/wk for 60 minutes each session.

8. What resources/technologies will the school use to support the schoolwide program?

Additional funding for the comprehensive tutoring program, Smartboards, laptops, Professional Development in Differentiated Instruction and Best Practices.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The electronic portfolio/needs assessment will be used to determine the effectiveness.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Via Google docs and the website. PTA meetings will also be used to communicate the progress of the plan and interventions that make up the plan. Data meetings and grade level meeting will also be used to disseminate results.

****Provide a separate response for each question.***

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ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)	
ELA	Students with Disabilities	N/A				
Math	Students with Disabilities	N/A				
ELA	Homeless	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
Math	Homeless	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen))	
ELA	Migrant	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
Math	Migrant	Standards based, grade level parental programs	Richard Pepe	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today	

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		Community Building events	Roberto Kesting Suzanne McManimon		Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
ELA	ELLs	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
		LatinoFamily Literacy Project	Richard Pepe	Sign In Sheets		
Math	ELLs	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
ELA	Economically Disadvantaged	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
Math	Economically Disadvantaged	Standards based, grade level parental programs Community Building events	Richard Pepe Roberto Kesting Suzanne McManimon	25% of the population attend as evidence by sign in sheets.	NJEA/FAST PTO Today Teaching with Poverty in Mind (Jensen) Engaging Students with Poverty in Mind (Jensen)	
ELA						
Math						

**Use an asterisk to denote new programs.*

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2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

- The parent community will have major initiatives communicated to them at Back to School Night.
- Title I Parent Programs will instruct parents on how they can support Reading and Math progress at home.
- Parents will be able to be instructed on the elements of Guided Reading during the Latino Family Literacy program.
- PTA meetings will communicate progress on the Schoolwide plan as well as interventions within the plan. Parents will be able to give feedback and ask questions, (open forum opportunity not just a presentation).
- Parent representative(s) on School Climate Committee will be able to give feedback and communicate information to parents.

2. How will the school engage parents in the development of the written parent involvement policy?

- Parent Survey- Parents will be able to give input on their needs. This information will be used to develop Title I Family Evening programs. "What programs would support you as a parent?" "How can we help you work with your child at home?"
- The Schoolwide Plan will be made available to parents to review once completed.
- The Schoolwide Plan elements will be reviewed with parents and modifications may be made as needed.

3. How will the school distribute its written parent involvement policy?

- District website
- School website
- Send home to all students

4. How will the school engage parents in the development of the school-parent compact?

- Parent Survey- Parents will be able to give input on their needs. This information will be used to develop Title I Family Evening programs. "What programs would support you as a parent?" "How can we help you work with your child at home?"

5. How will the school ensure that parents receive and review the school-parent compact?

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- The compact will be reviewed at back to school night. Title I parents are invited to a meeting prior to our whole school faculty meeting. The parent compact is thoroughly reviewed. Parents are given an opportunity to ask questions in an open forum after a brief presentation is given.
- Available on the website.
- Available on School website
- Send home to all students.

6. How will the school report its student achievement data to families and the community?

- Data is reported at a PTA meeting early in the school year.
- School data is posted on the district website.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

- A publication is sent out to all parents from the district to notify them that the district has not met their annual measurable objectives.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- Parents will be informed of the results during a PTA meeting early in the school year.
- Parents will be informed during the Title I events.
- School data is posted on the district website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

- PTA, Parent Advisory Council, Title I events

10. How will the school inform families about the academic achievement of their child/children?

- Back to School Night
- Interim reports sent home, (1st and 2nd trimester)
- Standards based Report cards
- Parent Conferences (10-21 to 10-24) and (3-19 to 3-20)
- I&RS meetings

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- Child study team meeting

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Parental Involvement events - Fraction Fair, Real Men Read, Fact Fluency, Sight Words, Read Alouds

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	30	<p>The district Mentoring Plan provides guidance and support to all new teachers. Curriculum supervisors, coaches and school-level administrator provide job-embedded sustained professional development.</p> <p>Teachers are given opportunities to be involved in school leadership committees which empowers them to be a part of positive changes. It also encourages reflection and articulation on classroom and school-wide issues which is a driving force to identify professional development needs.</p>
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	5	<p>The district offers guidance and support, as well as professional development to paraprofessionals. The school-level administrator invites and encourages all paraprofessionals to participate in all school-based professional development sessions and all school meetings.</p> <p>All Educational Assistants were had teacher certification. All Educational Assistant are required to have a minimum of 60 credits. Educational Assistants are included in training opportunities which encourages their retention and possible advancement into teaching positions.</p>
	100%	

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Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

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Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Our district conducts an orientation for new teachers each summer. Additionally, teachers receive training the core program and are supported through work with grade level colleagues during the weekly PLC's. A Professional Development Supervisor will conduct additional training. New teacher meetings and trainings will be held throughout the school year. New teachers will receive a mentor if they have a Certificate of Eligibility. All teachers who are hired with a standard certificate and have experience will receive a "buddy" to support their transition to Kuser School. New teachers at Kuser School have access to a Title I coach and a district data coach to support their success in the classroom.</p>	<p>District Personnel Responsible for PD Principal Title I Coach Data Coach Mentors Teacher "buddies"</p>